Grammar Links 3

A Theme-Based Course for Reference and Practice

Volume A

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In their active meaning, these verbs can occur in the progressive and simple tenses.

He **is thinking** about his future now.	He often **thinks** about his future.

TALKING the TALK

- Sometimes certain verbs with stative meaning are used in the progressive, especially in conversation. The present progressive doesn't change the basic meaning of a sentence. However, it emphasizes emotion or a sense of a process or change.

Digital watches **cost** less these days.	Digital watches **are costing** less these days. (emphasis on change to lower cost)
They **love** it here.	They**'re loving** it here! (emphasis on how much they love it)

GRAMMAR HOTSPOT!

- The verb *be* can have an active meaning, and occur in the progressive, when followed by an adjective describing a behavior that can change. Such adjectives include *bad, careful, foolish, good, impolite, kind, lazy, nice, patient, polite, rude,* and *silly.*

  Tom **is** tall. (Tallness is a state, not a behavior.)

  Tom **is** rude. (Tom is generally rude; speaker sees rudeness as a state of Tom's.)

  Tom **is being** rude. (Tom isn't generally rude; he is behaving in a rude way now.)

- In addition to its uses shown in the chart on page 17, *feel* can be followed by an adjective describing health or emotions. Adjectives that do this include *fine, happy, lonely, sick, strange, tired,* and *well.* When used in this way, *feel* can occur in the simple or progressive.

  Peter **is feeling** pretty lonely today. = Peter **feels** pretty lonely today.

  Andrew **is feeling** sick. = Andrew **feels** sick.

GRAMMAR PRACTICE 2: Verbs with Stative Meaning

9 Identifying Verbs with Active Meaning and Verbs with Stative Meaning: *Astronomy Class I*

Work with a partner. Discuss the meanings of the boldfaced verbs. Mark the verbs that have active meaning with an **A** and the verbs that have stative meaning with an **S.** (Many of the verbs can have both active meaning and stative meaning. You will need to decide which meaning they have in the sentence they are in.)

Patricia: Walter'**s taking**[1] A an astronomy class this semester. He often **complains**[2] A to me about it. He **thinks**[3] S it's difficult, and he'**s** really **having**[4] problems with it.

Sylvia: Poor Walter. He'**s**[5] shy. He often **has**[6] difficulty asking questions.

(Later . . .)

Walter: Please don't bother me! I'**m thinking**[7] about astronomy. I'**m trying**[8] to understand the homework.

Sylvia: Walter, you **need**[9] help. Why **don't** you **see**[10] the teacher during his office hours?

Walter: Well, he always **seems**[11] very busy. I'**m**[12] sure that he **doesn't want** to answer my questions.

Sylvia: Walter, you'**re being**[13] foolish about this. He **has**[14] time and patience, and he **enjoys**[15] helping students. Trust me.

Walter: Thanks, Sylvia. I **know**[16] you're right. I'll see him tomorrow.

10 Verbs with Stative Meaning and Verbs with Active Meaning: *Astronomy Class II*

Use the words in parentheses to complete the statements and questions in the simple present and present progressive. Complete the short answer. Use contractions with subject pronouns and with *not.*

1.

Teacher: I __have__ 1 (have) something interesting to show you.

I __’m holding__ 2 (hold) a rock that came from the moon.

It ________ 3 (belong) to the university museum now. Sylvia, let me hand the rock to you.

Sylvia: Wow, I ________ 4 (not, believe) this. I ________ 5 (feel) a real moon rock! Actually, it ________ 6 (not, feel) much different from an earth rock.

Raymond: I ________ 7 (want) to hold it now. I ________ 8 (not, agree) with Sylvia. I ________ 9 (think) that it ________ 10 (feel) lighter than an earth rock. It ________ 11 (look) different, too. It ________ 12 (appear) to have a slightly different color.

Sylvia: Raymond, what ________ 13 (you, do) to that rock now?

Raymond: I ________ 14 (smell) it. It ________ 15 (smell) different from an earth rock, too.

Sylvia: I ________ 16 (doubt) that. Rocks ________ 17 (not, smell). ________ 18 (you, think) about tasting it, too?

Raymond: Yes, ________ 19. I ________ 20 (believe) in using all my senses to experience nature. I ________ 21 (suppose) this rock ________ 22 (be) pretty old, so it probably ________ 23 (not, taste) very good.

Sylvia: Raymond, you ________ 24 (be) silly today!

2.

Martin: Sylvia, _______1_______ (you, mind) answering a question?

Sylvia: What _______2_______ (you, want) to know?

Martin: Why _______3_______ (you, stand) on that scale?

Sylvia: I _______4_______ (weigh) myself for homework.

Martin: I _______5_______ (not, understand) how this can be your homework.

Sylvia: I _______6_______ (try) to understand gravity.

Martin: Gravity _______7_______ (hold) us on earth. It _______8_______ (keep) the earth in its orbit around the sun.

Sylvia: I _______9_______ (know) that. And the moon _______10_______ (have) weaker gravity than the earth. I _______11_______ (need) to figure out how much I _______12_______ (weigh) on the moon now.

Martin: How much _______13_______ (you, weigh) on earth?

Sylvia: Martin, you _______14_______ (be) usually very polite, but that _______15_______ (not, be) a polite question!

Martin: I _______16_______ (not, be) rude. I _______17_______ (attempt) to help you with your homework. Divide your earth weight by six. The answer _______18_______ (be) your moon weight.

Sylvia: Great! I _______19_______ (like) my moon weight!

Verbs with Stative Meaning and Verbs with Active Meaning: *Our Bodies in Time: The Sleep-Wake Cycle*

All humans naturally tend to be awake during the day and to sleep at night. However, some people tend to be "day people" (morning larks), while others tend to be "night people" (night owls). A typical lark and a typical owl are speaking about themselves at two different times of one day. Use the words in parentheses to complete their statements in the simple present or the present progressive. Use contractions with subject pronouns and with *not*.

Lark

"It's 7 A.M. I ___’m enjoying___ (1) (enjoy) the sunrise.

I ___’m feeling / feel___ (2) (feel) wide awake now, and

I ________ (3) (look forward) to the morning.

I ________ (4) (want) to talk to other people now.

I ________ (5) (work) already because

I ________ (6) (have) a lot of energy. In fact,

I ________ (7) (think) about going jogging soon."

Owl

"It's 7 A.M. I ________ (8) (enjoy) my bed.

I ________ (9) (feel) really tired now, and

I ________ (10) (not, look forward) to the morning.

I ________ (11) (not, want) to talk to anyone yet.

I ________ (12) (not, move) yet because

I ________ (13) (not, have) much energy.

I ________ (14) (not, think) about exercising at this hour."

Lark

"It's 10 P.M. At this moment, I ________ (1) (feel) exhausted and grumpy. In fact, I ________ (2) (fall) asleep. I ________ (3) (need) to get into my nice, warm bed. I ________ (4) (not, want) to go anywhere now."

Owl

"It's 10 P.M. I ________ (5) (not, feel) sleepy at all now. I ________ (6) (start) to feel alert, cheerful, and energetic! I ________ (7) (study) hard now. I ________ (8) (plan) to go out with some friends soon."

12 Verbs with Stative Meaning and Verbs with Active Meaning: *Are You a Lark or an Owl?*

A. Use the cues to write questions.

1. what time / you / tend / to wake up *What time do you tend to wake up?*
2. you / usually / wake up / without an alarm clock *Do you usually wake up without an alarm clock?*
3. how / you / usually / feel / early in the morning
4. at what time of day / you / have / the most energy
5. at what time of day / you / prefer / to work or study
6. how / you / usually / feel / late at night
7. when / you / like / to go to sleep at night
8. you / fall asleep / easily at night

B. Work with a partner. Use the questions you wrote in **A** to interview your partner. Then analyze your partner's tendencies. Is your partner a lark or an owl or in between?

C. Work with a partner whose tendencies are different from yours. Role-play a telephone conversation between a lark and an owl. Imagine that it is now 7 A.M. The lark tries to persuade the owl to go out and do something. Or imagine that it is now 10 P.M. The owl tries to persuade the lark to go out and do something.

Example: Lark: *Good morning!*
Owl: *Why are you calling so early? I'm still sleeping. I feel so tired.*
Lark: *I want to go out now. . . .*

chapter

2 Simple Past and Past Progressive

Introductory Task: *What Were You Doing?*

A. Work with a partner. Find out what your partner was doing at various times yesterday. Take turns using the cues to ask and answer questions. Use the past progressive in each question and answer.

Example: Student A: What were you doing yesterday at 6 A.M.?

Student B: I was sleeping then. What were you doing yesterday at 6 A.M.?

Student A: I was studying then.

1. 6 A.M.
2. 9 A.M.
3. noon
4. 3 P.M.
5. 6 P.M.
6. 9 P.M.

B. Report to the class about the different things you and your partner were doing at the same time. Use the past progressive and *while*.

Example: At 6 A.M., while I was sleeping, Natalie was studying.

C. Work on your own. Write short sentences about five things you did yesterday. Use the simple past.

Example: Yesterday, I studied English. I talked to a friend.

1. ____

2. ____

3. ____

4. ____

5. ____

GRAMMAR BRIEFING 1: Simple Past and Past Progressive

The simple past is used to talk about actions and states that began and ended in the past. The past progressive (also called the past continuous) is used to talk about actions in progress in the past.

FORM Simple Past and Past Progressive

- To form the simple past, use:

  base form of verb + *-ed*.*

  To form negatives and questions in the simple past, use:

  did + base form of verb.

* See Appendix 5 for spelling rules for the *-ed* form of the verb. Some verbs have irregular forms in the simple past; see Appendix 7 for these irregular verbs. See Appendix 6 for pronunciation rules for the *-ed* form of the verb.

- To form the past progressive, use:

  the past of *be* + verb + *-ing* (present participle).*

* See Appendix 3 for spelling rules for verb + *-ing*.

Affirmative Statements

Simple Past	Past Progressive
I **played** every day.	I **was playing** then.
They **played** every day.	They **were playing** then.

Negative Statements

Simple Past	Past Progressive
He **did not (didn't) work** on weekends.	He **was not (wasn't) working** then.
You **did not (didn't) work** at night.	You **were not (weren't) working** then.

Yes/No Questions and Short Answers

Simple Past	Past Progressive
Q: **Did** she **work** every evening?	Q: **Was** she **working** that evening?
A: Yes, she **did.**	A: Yes, she **was.**
No, she **did not (didn't).**	No, she **was not (wasn't).**
Q: **Did** they **work** every evening?	Q: **Were** they **working** that evening?
A: Yes, they **did.**	A: Yes, they **were.**
No, they **did not (didn't).**	No, they **were not (weren't).**

Wh- Questions about the Predicate

Simple Past	Past Progressive
Where **did** Joan **work?**	When **was** Joan **working?**
How **did** we **work?**	How long **were** we **working?**

Wh- Questions about the Subject

Simple Past	Past Progressive
Who **worked** early?	Who **was working** with you?
What **happened?**	What **was happening** at that time?

FUNCTION Simple Past and Past Progressive

Simple Past

- Use the simple past to talk about actions that began and ended in the past. The actions can be single actions, or they can be habitual or repeated actions. They can take place at a particular moment of time or over an extended period of time.

  She **left** her office at five o'clock. (moment of time, single action)

  They **milked** the cows every day. (repeated action)

  Those discoveries **took place** over many years. (extended time)

- The simple past is used with verbs with stative meaning, to talk about states in the past. (See Grammar Briefing 2, page 32.)

  Galileo **was** a scientist. (state)

- Time expressions used with the simple past include *yesterday, last Monday (week, year,* etc.*), a month (a year, a day,* etc.*) ago, in 1980 (January, the fall,* etc.*), on Monday (January 1, the weekend,* etc.*), at 8:00* A.M. *(night, the end of the month,* etc.*).*

- Adverbs of frequency (*[almost] always, usually, often, sometimes, seldom, rarely, [almost] never,* etc.) are also used with the simple past. (See Appendix 4 for the position of adverbs of frequency in a sentence.)

Past Progressive

- Use the past progressive to talk about actions in progress at a particular moment or over an extended period in the past. The past progressive emphasizes that the action was in progress.

  At nine o'clock last night, I **was studying** for a math test. (particular moment)

  During the early 1900s, when Einstein **was developing** his theory of relativity, he didn't use a laboratory. (extended period of time)

- In contrast to the simple past, the past progressive doesn't specify whether the action was completed. The simple past emphasizes the completion of the action. Compare:

  She **was writing** a paper last night. (She might or might not have finished writing the paper.)

  She **wrote** a paper last night. (She finished writing the paper.)

- Use the past progressive in narratives to provide background information. This information often sets the scene for the action that follows. The action that follows is in the simple past.

  The wind **was blowing** fiercely and the rain **was beating** against the house. (background) Suddenly, the lights **went out.** (action)

- The past progressive is often used in time clauses with *when* and *while*. (See Grammar Briefing 2, page 32.)

  He **was doing** the dishes while she **was studying.**

- Time expressions used with the past progressive include *then, at that moment, at that time, during the fall (the past year, that period, etc.), last Monday (week, year).*

GRAMMAR PRACTICE 1: Simple Past and Past Progressive

1 Simple Past—Form: *Natural Time*

> Long ago, before the Great Clock, time was measured by changes in the heavenly bodies: the slow sweep of stars across the night sky, the arc of the sun and variation in light, the waxing and waning of the moon, tides, seasons. Time was measured also by heartbeats, the rhythms of drowsiness and sleep, the recurrence of hunger . . . , the duration of loneliness.
>
> Alan Lightman, *Einstein's Dreams*

Children in a modern "clock time" society have many questions about how people lived in the past. The following is a conversation between a child and her grandfather. Use the words in parentheses to complete the statements and questions in the simple past. Complete the short answers. Use contractions with *not.*

Child: Tell me about the old days, Grandpa. How ______did people live______ (1) (people, live) a long time ago?

Grandfather: Life ______was______ (2) (be) very different then.

Child: How ______________ (3) (people, spend) their time?

Grandfather: In those days, most people ______________ (4) (be) farmers. A farmer ______________ (5) (work) hard from early morning until night.

Child: ______________ (6) (the farmers, have) alarm clocks?

Grandfather: No, ______________ (7). They ______________ (8) (not, need) them. Their life ______________ (9) (follow) nature's cycles of day and night. People ______________ (10) (wake up) at sunrise. They ______________ (11) (not, stay up) late, because they ______________ (12) (not, have) electricity.

Child: What ______________ (13) (the farmers, do) all year?

Grandfather: They ______14______ (take) care of their animals.

They ______15______ (plant) their crops in the spring

and ______16______ (harvest) them in the fall.

Child: ______17______ (you, be) alive in those days, Grandpa?

Grandfather: No, ______18______. I ______19______ (grow up) in the industrial

age, and I ______20______ (live) in a city.

Child: How ______21______ (you, learn) about all this, Grandpa?

Grandfather: I ______22______ (learn) about it from *my* grandpa.

2 Simple Past—Irregular Verbs: *Clock Time*

A. Debbie's busy life is ruled by the clock. Yesterday her alarm clock rang at 5:45 A.M. and she raced through the day. Use the cues given to tell your version of what she did at each time listed below. Use the simple past.

begin working
buy a newspaper
drink a cup of instant coffee
drive to work
eat some French fries and a cookie
fall asleep
feed the cat
feel tired
~~get out of bed~~
go out for tea with a coworker
have dinner with her sister
leave her office
make a phone call
meet her boyfriend
put on her clothes and makeup
read some reports
see a movie with her boyfriend
speak to her boss
take a shower
write some letters

1. 5:55 A.M.: She got out of bed at 5:55.
2. 6:05
3. 6:10
4. 6:20
5. 6:40
6. 7:05
7. 7:15
8. 8:00
9. 8:10
10. 11:20
11. 12:35 P.M.
12. 1:00
13. 2:00
14. 3:45
15. 5:00
16. 6:00
17. 8:15
18. 8:20
19. 10:30
20. 11:00

B. Work with a partner. Compare your versions of Debbie's schedule by asking and answering *yes/no* and *wh-* questions.

Example: Question: What time did Debbie get out of bed? Answer: She got out of bed at 5:55.

Question: Did Debbie and her boyfriend see the movie at two o'clock? Answer: No, they didn't. They saw the movie at 8:20.

3 Past Progressive—Form: *Observing Mr. X*

A. Mr. Webster recently moved to Washington, D.C., and is just getting acquainted with his neighbor, Mr. Smiley. Use the words in parentheses to complete the statements and questions using the past progressive. Complete the short answers. Use contractions with *not.*

Q: It's nice to meet you, Mr. Smiley. What kind of work do you do?

A: Let's just say that I observe people from time to time. I work with other observers. We report to the agency on our observations.

Q: Very interesting. What about last week? __Were you observing__ 1 (you, observe) anyone then?

A: Yes, __we were__ 2. We __were observing__ 3 (observe) a man. The agency doesn't allow us to mention names, so let's just call this man Mr. X.

Q: Aha! What ______________ 4 (Mr. X, do) last week?

A: Well, for example, last Monday at 11 A.M., Mr. X ______________ 5 (sleep). When we checked at 4 P.M., though, he ______________ 6 (not, sleep) anymore.

Q: ______________ 7 (Mr. X, work) at 4:00?

A: No, ______________ 8. But, he ______________ 9 (get) ready to start working. He ______________ 10 (shave) off his beard. And by 6 P.M. he ______________ 11 (meet) with some other men.

Q: What ______________ 12 (they, talk) about?

A: I'm not sure. They ______________ 13 (speak) a foreign language. They ______________ 14 (plan) something. Mr. X ______________ 15 (not, say) much.

Q: And at 8 P.M.? What ______________ 16 (this mystery man, do) then?

A: Mr. X ______________ 17 (eat) cereal and fruit.

Q: Cereal and fruit at dinner time? That's strange. And then?

A: Mr. X became very alert, and by midnight he _____18_____ (make) a lot of phone calls from a hotel room.

Q: Mr. Smiley, _____19_____ (you, watch) Mr. X last week because he _____20_____ (act) so suspiciously?

A: No, _____21_____. And, in fact, Mr. X _____22_____ (behave) in a completely normal way, much as we thought he would.

Q: Phone calls at midnight aren't normal. Is Mr. X a spy? Are you a spy? Do you work for the Central Intelligence Agency?

A: Not at all. I work for the U.S. aviation agency. Last week I _____23_____ (study) the effects of air travel across many time zones. Mr. X is a businessman from Los Angeles. He flew to Austria Sunday night. While he _____24_____ (stay) there, he _____25_____ (experience) jet lag. His body _____26_____ (live) on Los Angeles time. That's normal!

B. While Mr. X was staying in Austria, he was thinking about home. What was happening in Los Angeles? What was his family doing? Write **three** sentences about what was happening at **each** time.

1. When it was 4 P.M. in Austria, it was 7 A.M. in Los Angeles.
   People were driving to work. OR Mrs. X was fixing breakfast.
2. When it was 1 A.M. in Austria, it was 4 P.M. in Los Angeles.
3. When it was 5 A.M. in Austria, it was 9 P.M. in Los Angeles.

4 Simple Past and Past Progressive in Narratives: *Setting the Scene and Telling the Story*

A. Write sentences in the past progressive to continue setting the scene for the action that follows.

1. My friends and I were having a party.

1. People were laughing and singing.
2. ______________________________
3. ______________________________

Suddenly, the music stopped. . . .

2. Henry was sitting at his desk.

1. ______________________________

2. ______________________________

3. ______________________________

Then the door opened. . . .

B. Write sentences in the simple past to tell the actions in the story.

1. It was getting dark, and snow was beginning to fall. I was hurrying home.

1. Then I heard footsteps behind me.

2. ______________________________

3. ______________________________

2. Andrea was working in the art studio. She was painting and listening to the radio.

1. ______________________________

2. ______________________________

3. ______________________________

C. Write a one-paragraph story of your own. Use the past progressive to set the scene and the simple past to tell the actions.

5 Simple Past and Past Progressive—Meaning: *Spring Forward*

The following statements were made by Nell. Read each statement and the sentence that follows it. If the sentence is true, mark it with a check mark (✓). If there isn't enough information to decide whether or not it is true, mark it with a question mark (?).

1. I **was explaining** something to a friend last week.

   Nell finished the explanation. ? .

2. An event **happened** last April.

   The event ended in April. ✓

3. I **was teaching** English at the time it happened.

   Nell began teaching before that time. ________

4. That Sunday, I didn't read the newspaper, watch television, or listen to the radio because I **was working** all day on grading papers and preparing for class.

   Nell finished her work on Sunday. ________

5. I **wrote** several letters that evening.

   Nell finished writing the letters. _______

6. My students sometimes come a little late. But that Monday morning all of them **were sitting** in the classroom when I arrived.

   The students arrived before Nell did. _______

7. They were tired of waiting and wanted to leave, so they **were writing** a note to me.

   The students finished the note. _______

8. They **explained** the reason. I felt really embarrassed about forgetting!

   They finished the explanation. _______

Nell was late because she forgot something that starts on the first Sunday of every April in most of the United States. What is it?

GRAMMAR BRIEFING 2: Simple Past and Past Progressive in Time Clauses

The simple past and the past progressive are often used in time clauses to show the relationship between two or more actions or states.

FORM AND FUNCTION Simple Past and Past Progressive in Time Clauses

- A clause is a group of related words that has a subject and a verb. A time clause begins with a time expression like *when, while, before,* or *after.* These expressions show the time relationship between the actions in the time clause and main clause of the sentence. The time clause can come before or after the main clause, with no difference in meaning. Use a comma between clauses when the time clause is first.

Time Clause	Main Clause		Main Clause	Time Clause
When he woke up,	he took a shower.	=	He took a shower	when he woke up.

Simple Past + Simple Past

- Use two verbs in the simple past for two completed actions. Use *before, after, when,* or *while* in the time clause. These actions can occur one before the other or at the same time.

First Action	Second Action
When the alarm clock **rang,**	Charlie **woke up.**
After he **woke up**,	he quickly **took** a bath.
Charlie **fell** asleep	**before** he **got** to the dentist's office.

Second Action	First Action
Charlie **woke up**	**when** the alarm clock **rang**.
He quickly **took** a bath	**after** he **woke up**.
Before he **got** to the dentist's office,	Charlie **fell** asleep.

Same Time	Same Time
While Charlie **sat** in the chair,	the dentist **cleaned** his teeth.
He **felt** dizzy	**when** he **got up.**

Simple Past + Past Progressive

- If an action began and ended while another action was in progress, use the past progressive for the action that was in progress and the simple past for the completed action. Either the past progressive or the simple past can be in the time clause. *When* can be used with the past progressive or the simple past. *While,* meaning "during a time," can only be used with the past progressive.

Action in Progress	Completed Action
While/When he **was working,**	Charlie **spilled** his coffee.
He **was working**	**when** he **spilled** his coffee.

Not: He was working ~~while~~ he spilled his coffee.

Past Progressive + Past Progressive

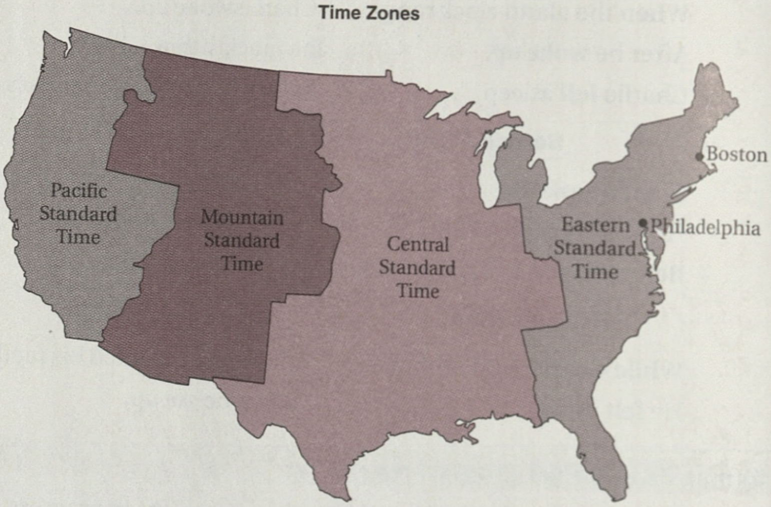
- To talk about two actions that were in progress at the same time, use two past progressive verbs with *when* or *while.*

In Progress	In Progress
While/When she **was eating,**	she **was thinking** about her homework.

GRAMMAR PRACTICE 2: Simple Past and Past Progressive in Time Clauses

6 The Simple Past and Time Clauses: *Standard Time*

Which event happened first? Listen once for the main ideas. Then listen again and check (✓) the correct answer.



1. ☐ First, most people were farmers.
   ☐ First, it wasn't important for them to know the exact time.
   ☑ Both at the same time.
2. ☐ First, clock time became important.
   ☐ First, modern transportation and communications began to develop.
   ☐ Both at the same time.
3. ☐ First, the United States had standard time.
   ☐ First, each town or city had its own time.
   ☐ Both at the same time.
4. ☐ First, it was 7:00 A.M. in Philadelphia.
   ☐ First, it was 7:16 A.M. in Boston.
   ☐ Both at the same time.
5. ☐ First, the railroads spread throughout the country.
   ☐ First, the differences in times became a problem.
   ☐ Both at the same time.
6. ☐ First, the passengers traveled across the country
   ☐ First, they changed their watches.
   ☐ Both at the same time.
7. ☐ First, train schedules became confusing.
   ☐ First, railroad officials decided to set their clocks to a standard time.
   ☐ Both at the same time.
8. ☐ First, standard time started.
   ☐ First, officials divided the United States into four time zones.
   ☐ Both at the same time.
9. ☐ First, it was 7 A.M. in Philadelphia.
   ☐ First, it was 7 A.M. in Boston.
   ☐ Both at the same time.

7 The Simple Past and Past Progressive in Time Clauses; Combining Sentences: *Early Calendars*

Use the time expressions to combine the sentences into a sentence with **two** clauses. You must use the time word with the right clause. There are **two** ways to write each sentence. Use a comma when necessary.

1. Ancient peoples needed to be able to predict the seasons.
   Ancient peoples began to farm.
   + (after)
   After ancient peoples began to farm, they needed to be able to predict the seasons. OR Ancient peoples needed to be able to predict the seasons after they began to farm.
2. They learned to recognize the moon's patterns.
   They observed the moon's changes for a long time.
   + (before)
3. They recorded the moon's cycles.
   They were observing the moon.
   + (while)
4. They made a calendar based on lunar months.
   They understood the cycles of the moon.
   + (after)
5. They were using the lunar calendar.
   They discovered that the lunar calendar didn't work well.
   + (when)
6. A few years passed.
   The calendar and the seasons didn't match anymore.
   + (after)
7. The calendar became more accurate.
   They added days to the year.
   + (when)

A lunar month averages 29½ days. A year equals 365¼ days. Approximately how many days did they need to add to 12 lunar months to make the calendar more accurate?

8 The Simple Past and Past Progressive in Time Clauses: *A Night Person's Bad Day*

A. Complete the statements with the simple past or past progressive form of the verbs in parentheses.

1. When Charlie's alarm clock rang (ring), he felt (feel) sleepy and confused.
2. After Charlie ____________ (wake up), he ____________ (remember) that he had an early appointment with the dentist.
3. Charlie ____________ (drop) his watch into the tub while he ____________ (take) his bath.
4. When Charlie ____________ (ride) the bus, he ____________ (fall) asleep and ____________ (miss) his stop.
5. While Charlie ____________ (run) back to the dentist's office, he ____________ (trip) and ____________ (hurt) his knee.
6. After the dentist ____________ (examine) Charlie's teeth, she ____________ (tell) him that he had a cavity.
7. While Charlie ____________ (drink) a cup of coffee, he ____________ (spill) it on his new shirt.
8. Charlie finally ____________ (start) to feel more alert before he ____________ (leave) to go to work at the observatory.
9. After it ____________ (get) dark, Charlie ____________ (begin) to observe the stars.
10. When the clock ____________ (strike) one, Charlie ____________ (work) happily.
11. While he ____________ (look) through the telescope, an idea ____________ (hit) him: He was definitely a night person.
12. Before the sun ____________ (come up), Charlie ____________ (make) a decision: He would always be an astronomer.

B. Think of times when things went wrong for you. Write **three** kinds of sentences about those times:

1. Write **two** sentences using *when, before,* or *after* and the simple past for two completed actions.

   Example: After I got to class, I realized that my homework was at home. OR I remembered the answer when the test was over.

2. Write **two** sentences using *when* or *while* and the simple past and past progressive for an action that occurred when another action was in progress.

   Example: When I was traveling to the United States, the airline lost my luggage. OR I cut myself while I was shaving.

3. Write **two** sentences using *when* or *while* and the past progressive for two actions in progress at the same time. Then add sentences that tell what happened.

   Example: I was studying while I was eating lunch. I spilled my soup on my book. OR When I was driving to class, I was putting on my makeup. I almost had an accident.

9 Simple Past, Past Progressive, and Time Clauses: *Legends of Discovery*

Use the words in parentheses to complete the statements in the simple past or the past progressive. In some cases, either tense may be possible.

1. Galileo Galilei ____was____ 1 (be) an Italian scientist. He ____________ 2 (live) from 1564 to 1642. Galileo ____________ 3 (make) one of his first discoveries while he ____________ 4 (attend) a service at the cathedral in Pisa. During the service, he ____________ 5 (notice) a hanging lamp. Air currents ____________ 6 (blow) gently through the cathedral at the time, and the lamp ____________ 7 (swing) back and forth. While Galileo ____________ 8 (watch) the lamp, he ____________ 9 (realize) that each swing took an equal amount of time, no matter how wide it was. After he ____________ 10 (go) home, he ____________ 11 (make) experiments, using weights and strings. In this way, he ____________ 12 (discover) the principle of the pendulum (from a Latin word meaning "hanging" or "swinging"). In 1656, a Dutch astronomer, Christiaan Huygens, ____________ 13 (use) Galileo's discovery to build the first pendulum clock.

2. Albert Einstein ______1______ (be) a physicist. He ______2______ (live) from 1879 to 1955. During the early 1900s, Einstein ______3______ (develop) his theories about time and motion. When he ______4______ (experiment), he usually ______5______ (do) it by thinking. Once, while he ______6______ (travel) on a train in Switzerland, he ______7______ (look) out the window at a clock. Then he ______8______ (let) his imagination carry out a new experiment with trains and clocks. While he ______9______ (imagine) a train traveling at the speed of light, he ______10______ (begin) to understand that time is not absolute—it is relative to different people moving at different speeds. The movements of trains ______11______ (help) Einstein develop his general theory of relativity and other ideas about time, space, and motion.

GRAMMAR BRIEFING 3: *Used To*

Used to talks about actions and states that existed in the past but don't exist anymore.

FORM AND FUNCTION Used To

Form

- Use *used to* + the base form of the verb in affirmative statements. In negative statements and questions with *did,* use *use to.*

Affirmative Statements

We **used to believe** in the man in the moon.

Negative Statements

They **didn't use to have** clocks. **Not:** They didn't ~~used to~~ have clocks.

Questions

Did you **use to play** every day? **Not:** Did you ~~used to~~ play every day?
Where **did** you **use to play?** **Not:** Where did you ~~used to~~ play?
Who **used to play** with you?

Function

- Use *used to* to talk about actions and states that existed in the past but don't exist anymore. In this way, *used to* emphasizes a contrast between the past and present.

People **used to use** the sun to tell time, but they don't anymore.
People **didn't use to have** digital watches, but now many do.

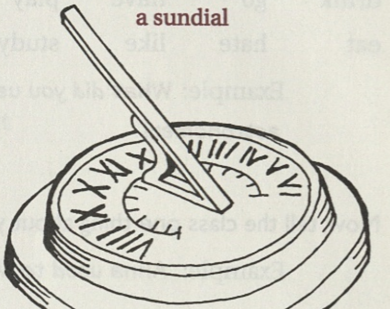
- *Would* can sometimes be used instead of *used to* when repeated actions are involved. *Would* isn't used with states.

  When I was young, I **would go** swimming every chance I got.

  I **used to be** a good swimmer. **Not:** I ~~would be~~ a good swimmer.

GRAMMAR PRACTICE 3: *Used To*

10 *Used To—Form: Long, Long Ago*



a sundial

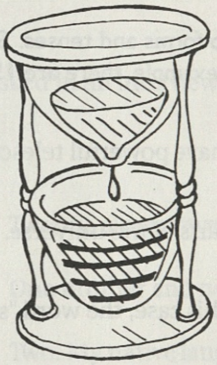
Rewrite the following sentences. Use *used to.*

1. People didn't know as much about the solar system and the universe as we do now.

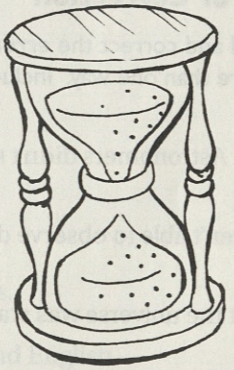
   People didn't use to know as much about the solar system and the universe as we do now.

2. What did people believe about the earth?
3. People believed the earth was the center of the universe.
4. They didn't know that the universe has no center.
5. How did people measure time?
6. People didn't have mechanical clocks or watches.
7. They used the natural motion of the sun to measure time with sundials.
8. The Greeks had water clocks for measuring time.
9. What other kinds of clocks did people use?
10. Some of them kept time with sand clocks, or hourglasses.

a water clock



an hourglass



11 *Used To and Would: When I Was a Child*

A. Children often have mistaken ideas about the world and the things in it. Write **three** sentences about ideas you had as a child. Use *used to.*

Example: I used to think that people in Australia were standing with their heads down and their feet up. OR I didn't use to understand what made the clock's hands move.

B. Write **three** pairs of sentences about things that you did in your childhood but don't do any longer. In each pair of sentences, use *used to* in the first sentence. Then use *would*, if possible, or *used to* in the next sentence.

Example: I used to spend a lot of time with my grandmother in the summers. She would tell me about life in the old days.

C. Some of your preferences and habits are probably different now than they were when you were a child. Write **three** sentences about the differences. Use *didn't use to* or *never used to.*

Example: I didn't use to drink coffee, but now I drink coffee every day.

12 *Used To; Wh-* and *Yes/No* Questions: *Did You Use To . . . ?*

Work with a partner. Using the cues given, write three *yes/no* and three *wh-* questions to ask your partner about his or her past. Take turns asking and answering the questions.

drink go have play use want

eat hate like study visit wear

Example: What did you use to want to be? OR Did you use to be an astronomer?

Now, tell the class one thing about your partner's past.

Example: Anna used to want to be a race car driver.

UNIT WRAP-UP

Error Correction

Find and correct the errors in verb forms and tenses. Some errors can be corrected in more than one way. Including the example, there are **15** errors.

Astronomers didn't ~~used~~ use to have powerful telescopes to look into space. They weren't able to observe distant parts of the universe. Most scientists use to believe that the universe was static. (In this case, the word "static" is meaning "not expanding or contracting.") Then, in the 1920s an American astronomer, Edwin Hubble, was having the opportunity to use a big new telescope in California to observe nearby galaxies. In 1929, he made a discovery that changed scientists' ideas about the universe. The galaxies were moveing away from each other. The universe were expanding. This meant that it is once very, very small. Hubble's discovery helped cosmologists to develop the theory of the Big Bang.

But in order to learn more about the beginning of the universe, scientists were needing a telescope outside earth's atmosphere to provide a clear view of distant galaxies. After years of planning, a team of scientists and engineers at the National Aeronautics and Space Administration (NASA) sended a large telescope into space in 1990. They were naming it the Hubble Space Telescope (HST) after Edwin Hubble. After they were putting HST into orbit, they got an unpleasant surprise. HST didn't work. Its mirrors didn't focused images correctly. Why was this? They were building HST, while they made an error in its mirrors. In 1993, astronauts correct the error. In simple terms, NASA corrected the telescope's vision by fitting it with contact lenses. These days, HST sending clear, beautiful images to earth. So now we are learning more about the expansion of the universe, the Big Bang, and the beginning of time.

Task 1: What Was the Question?

The following are the answers that a student gave to questions asked in an interview.

A. Work with a partner. Write questions that fit the answers.

1. Q: *How old are you?* A: Twenty, almost twenty one.
2. Q: ____________________ A: One brother and two sisters.
3. Q: ____________________ A: Two. My native language and English.
4. Q: ____________________ A: Swim, play the guitar, and go to movies.
5. Q: ____________________ A: Yes, this semester I'm doing that.
6. Q: ____________________ A: Three years ago.
7. Q: ____________________ A: A year ago today, I was working and thinking about going back to school.
8. Q: ____________________ A: Yes, I used to, but not now.

B. Now work with a different partner. Use the questions you wrote in **A** to interview each other. Then report to the class. Tell the most interesting thing you learned about your partner.

Task 2: Origin Story

The Big Bang is the scientific account of the origin of the universe and the beginning of time. Read the beginning of an origin story from an Aboriginal people of Australia:

> In the beginning, the earth was an infinite cloudy plain. It was separated from both the sky and the sea and covered by shadowy twilight. Above the earth, there were no stars or sun or moon. On the surface of the earth, there were no plants or animals. But underneath the surface, the stars were twinkling, the sun was shining, and the moon was waxing and waning while all the forms of life were sleeping and waiting to come to life. Then, on the morning of the first day, the sun burst through the earth's surface and flooded the land with its light. . . .
>
> [Adapted from: Chatwin, Bruce. *The Songlines.* London: Jonathan Cape Ltd., 1987, p. 72]

Write a two-paragraph origin story. You can write a story that you know or make one up. Use the simple past and past progressive. Include at least two sentences with time clauses.

Task 3: Terratoo

A. Work in small groups. Imagine that you and your partners now live on Terratoo, an earth-like planet in a distant galaxy. Discuss what your imaginary planet is like and what is going on there. Decide on the answers to these questions about it:

1. Time: How long are the days, nights, seasons, and years? What other measures of time do you use?
2. The planet: How does it look? What is the weather like? What kinds of plants and animals live there?
3. Daily life: What kind of language do you speak? What kind of food do you eat? What do you like to do for fun?
4. Activities: What time is it on your part of the planet right now? What's happening? What are the people around you doing?

B. Describe your version of Terratoo to the class.

C. Now imagine that you must all go to live on one planet together. As a class, discuss the different versions of Terratoo and decide which version you want to live on.

Unit Two

Present and Past: Perfect and Perfect Progressive

Topic Focus—Time II: *The Pace of Life*

UNIT OBJECTIVES

- **the present perfect and the present perfect progressive tenses**
  (Millions of people ***have*** now ***learned*** to use computers. People ***have been working*** with them for years.)
- **the present perfect tense versus the simple past tense**
  (I ***have been*** to Egypt. I ***went*** there several years ago.)
- **the past perfect and the past perfect progressive tenses**
  (Before the industrial age, the pace of life ***had***n't ***changed*** much. People ***had been living*** in the same way for many years.)

INTRODUCTORY TASKS

Reading and Listening

Read and listen to this passage, "The Pace of Life" on page 45. Then complete the Comprehension Check.

Comprehension Check

Read each sentence. Circle **T** if the sentence is true or **F** if the sentence is false.

1. The words *pace* and *speed* have similar meanings [✓ T] F
2. People were living in the industrial age in the early 1900s. T F
3. The pace of life didn't begin to change until the information age began. T F
4. Computer use increased during the information revolution. T F
5. We are living in the information age now. T F

THE PACE OF LIFE

The pace, or speed, of life* hasn't *always* been *as fast as it is now.

In the last two hundred years, there **have been** revolutionary changes in technology. These changes led to the industrial age, which lasted from the early 1800s to the mid-1900s, and **have led** to the information age, which continues today. In the industrial age the pace of life became much faster, and that trend **has continued** in the information age.

The Industrial Revolution

Before the industrial revolution began in the early 1800s, people **had lived** according to the rhythms of nature. Generation after generation **had been living** as their parents **had lived**. People and information **had** never **moved** faster than the speed of a fast horse or sailing ship. The pace of life **had remained** much the same for thousands of years. But the introduction of industrial technology changed everything. By the late 1800s the speed of transportation and communications **had** greatly **increased**. And because the new technology **had made** it possible for people to do more in less time, the pace of life started to speed up, too.

The Information Revolution

Since the middle of the 1900s, **we have been experiencing** another revolution, the information revolution. Before the 1960s, very few people **had** ever **worked** with a computer. Since then, millions of people **have become** computer users. The information revolution **has given** us the ability to store, send, and receive huge amounts of information instantly. It **has** also **speeded up** the speed of change—lately, things **have been changing** faster than ever before. And it seems that time and life **have been moving** faster, too.

How **have** people **reacted** to the new technology and new speeds? Some people believe that the new technology **has brought** us many benefits and **made** our lives more convenient and exciting. Others believe that our lives **haven't improved** because the fast pace is unnatural and **has caused** us too much stress.

How **have** you **been feeling** about the pace of your life recently? **Has** it **been** too fast, just right, or too slow?

Page 222

Think about Grammar

A. Read each pair of sentences. Some of the **boldfaced** verbs talk about actions or states that occurred before a time in the past. **Circle** these verbs. Some of the **boldfaced** verbs talk about actions or states that began in the past but continue to the present. **Underline** these verbs.

1. a. Since the information age began, people **have experienced** many changes.
   b. Before the industrial age began, people **had experienced** few changes.
2. a. By the late 1800s, the speed of communications **had gotten** much faster.
   b. Since the beginning of the information age, the speed of communications **has gotten** much faster.
3. a. In recent times, many people **have worked** with computers.
   b. Before the 1960s, only a few people **had worked** with computers.
4. a. The speed of technological change **has increased** since computers were introduced.
   b. The speed of technological change **had increased** by the 1990s.
5. a. Until the early 1800s, the pace of life **had stayed** slow.
   b. Lately, the pace of life **has stayed** fast.

B. Compare and discuss answers to **A** with a partner. The **circled** verbs are in the past perfect. The **underlined** verbs are in the present perfect. How are the past perfect and present perfect forms similar? How are they different?

chapter 3

Present Perfect and Present Perfect Progressive

Introductory Task: Quiz: *What Is Your Time Type?*

A. Answer the following questions with sentences with a verb in the present perfect. In each sentence, include the adverb of frequency that is most appropriate for you: *often, sometimes,* or *rarely.*

Example: *I have sometimes become irritated when I had to wait in line.* OR *I have rarely gotten annoyed when traffic was moving slowly.*

1. How frequently have you become irritated when you had to wait in line?

   ____

2. How frequently have you gotten annoyed when traffic was moving slowly?

   ____

3. How frequently have you worried about being late for social events?

   ____

4. How frequently have you felt anxious when you didn't have anything to do?

   ____

5. How frequently have you wanted to make every moment of your life count?

   ____

6. How frequently have you wished that you could do more in the time that you have?

   ____

B. Work with a partner. Find out your partner's time type. Read your partner's answers and give **3** points for each answer with *often,* **2** points for each *sometimes,* and **1** point for each *rarely.* Then add up the points and look at Exercise page E-1 to learn what the score means.

C. Report to the class. What have you learned about your partner? Is your partner a "fast" or "slow" person?

GRAMMAR BRIEFING 1: Present Perfect and Present Perfect Progressive

The present perfect is used to talk about actions and states that occurred at an unspecified time in the past. Both the present perfect and the present perfect progressive (also called the present perfect continuous) are used to talk about actions that began in the past and continue to the present. Use of these tenses implies some connection to the present.

FORM Present Perfect and Present Perfect Progressive

- To form the present perfect, use:

  simple present of *have* + past participle of verb.

  For regular verbs, the past participle is the same as the simple past form.*

* See Appendix 7 for the past participles of irregular verbs.

- To form the present perfect progressive, use:

  simple present of *have* + *been* (the past participle of *be*) + verb + *-ing* (present participle).*

* See Appendix 3 for spelling rules for the *-ing* form of the verb.

Affirmative Statements

Present Perfect	Present Perfect Progressive
I **have** (**I've**) **done** that.	I **have** (**I've**) **been doing** that.
She **has** (She**'s**) **done** that.	She **has** (She**'s**) **been doing** that.

Negative Statements

Present Perfect	Present Perfect Progressive
We **have not** (**haven't**) done that.	We **have not** (**haven't**) **been doing** that.
Bob **has not** (**hasn't**) **done** that.	Bob **has not** (**hasn't**) **been doing** that.

Yes/No Questions and Short Answers

Present Perfect	Present Perfect Progressive
Q: **Have** you **done** that?	Q: **Have** you **been doing** that?
A: Yes, I **have.**	A: Yes, I **have.**
No, I **have not** (**haven't**).	No, I **have not** (**haven't**).
Q: **Has** he **done** that?	Q: **Has** he **been doing** that?
A: Yes, he **has.**	A: Yes, he **has.**
No, he **has not** (**hasn't**).	No, he **has not** (**hasn't**).

Wh- Questions about the Predicate

Present Perfect	Present Perfect Progressive
What **have** they **done**?	What **have** they **been doing**?
Where **has** it **gone**?	Where **has** it **been going**?

Wh- Questions about the Subject

Present Perfect	Present Perfect Progressive
Who **has** (Who**'s**) **done** that?	Who **has** (Who**'s**) **been doing** that?
Which students **have done** that?	Which students **have been doing** that?

GRAMMAR HOTSPOT!

- Both *is* and *has* are contracted to *'s*. *'S* = *is* when it is followed by the present participle to form the present progressive. *'S* = *has* when it is followed by the past participle to form the present perfect or the present perfect progressive.

  She**'s climbing** Mt. Everest. (present progressive: *'s* = *is*)

  She**'s climbed** Mt. McKinley. (present perfect: *'s* = *has*)

  She**'s been climbing** mountains for a long time. (present perfect progressive: *'s* = *has*)

FUNCTION Present Perfect and Present Perfect Progressive

Present Perfect

- Use the present perfect to talk about actions and states that occurred at an unspecified time in the past. The actions can be single actions or repeated actions. The present perfect indicates that the past action or state is connected to the present in some way—for example, because it occurred recently, because the speaker thinks it could happen again, or because the past experience is relevant to the present situation.

  I've just **graduated** from college. (recent action)

  Have you ever **gone** to Europe? (speaker thinks it could still happen)

  I **have rewritten** that paper three times. (speaker thinks more rewriting is possible)

  I can do the job because **I've had** experience with those machines. (past experience is relevant to present situation)

- Time expressions used with the present perfect to indicate unspecified time in the past include *already, yet* (in questions and negatives), *so far, ever* (in questions and negatives), *never,* and *three times* (*many times,* etc.). Time expressions used to indicate unspecified time in the recent past include *just, recently,* and *lately.* (See Appendix 8 for more about time expressions and adverbs of frequency used with the present perfect.)
- Use the present perfect with *for, since,* or *all day* (*month, year,* etc.) to talk about actions and states that began in the past and continue to the present. These time expressions of duration tell how long the action or state has been occurring. *For* and *all* tell the length of time. (*For* can sometimes be omitted.) *Since* tells the beginning of the time period.

  I **have taught** (for) 10 years.

  She**'s liked** mountain climbing since she was a teenager.

  They**'ve lived** and **worked** here all their lives.

Present Perfect Progressive

- Use the present perfect progressive alone or with *for, since,* or *all* to talk about actions that began in the past and continue to the present. The present perfect progressive often expresses a sense that the action is ongoing.

  The race car **has been circling** the track.
  I've been snowboarding for three years.
  We**'ve been singing** and **playing** in a band since 1996.
  Joe**'s been practicing** all month.

(See Appendix 8 for more about time expressions and adverbs of frequency used with the present perfect progressive.)

Present Perfect Progressive versus Present Perfect

- There is generally a difference between the present perfect progressive and the present perfect: The present perfect progressive is used to talk about actions that are not yet completed; the present perfect is used to talk about actions that were completed at an unspecified time in the past.

  I've been studying chemistry. (I am still studying it.)
  I've studied chemistry. (I studied it at an unspecified time in the past.)

- When a time expression of duration is used, there is often little or no meaning difference between the two tenses.

  It**'s been raining** all day. = It**'s rained** all day.
  I've been living here for 10 years. = **I've lived** here for 10 years.

  - When the verb + object indicate progress toward a stated end result—for example, *write a novel, read a book, build a house*—only the present perfect progressive can be used with time expressions of duration. The present perfect cannot be used.

    She**'s been writing** a novel for five years. (end result = a written novel)
    Not: She~~'s written~~ a novel for five years.

- Use the present perfect, not the present perfect progressive, when stating the number of times an action is repeated (*once, twice, five times,* etc.).

  I **have written** that paper many times.
  Not: I ~~have been writing~~ that paper many times.

- Like other progressives, the present perfect progressive is not usually used with verbs with stative meaning. Use the present perfect instead.

  I **have known** him for many years.
  Not: I ~~have been knowing~~ him for many years.

GRAMMAR PRACTICE 1: Present Perfect and Present Perfect Progressive

1 Present Perfect—Form: *Panel Discussion on the Pace of Life*

At a recent conference in the United States, three participants presented their ideas in a discussion led by a moderator. Use the words in parentheses to complete the statements and questions in the present perfect. Complete the short answers. Use contractions with subject pronouns and with *not.*

Moderator: People used to live according to natural time, but they don't anymore. What ____has happened____ 1 (happen) as a result? ____Have people lost____ 2 (people, lose) their sense of natural time?

Participant #1: Yes, ____they have____ 3. Natural time ____hasn't changed____ 4 (not, change). However, people's ideas and feelings about time ____________ 5 (change).

Moderator: Why ____________ 6 (this, happen)?

Participant #2: Modern technology ____________ 7 (cause) many changes.

Moderator: Time ____________ 8 (not, speed up), but it seems to go faster. ____________ 9 (life, speed up)?

Participant #3: Yes, ____________ 10. And some people ____________ 11 (not, react) well to the fast pace of life. They ____________ 12 (feel) a lot of stress. The fast pace ____________ 13 (make) their lives too pressured.

Participant #1: I agree. Lately, we Americans ____________ 14 (have) the feeling that we don't have enough time. Time ____________ 15 (become) more valuable to us than money.

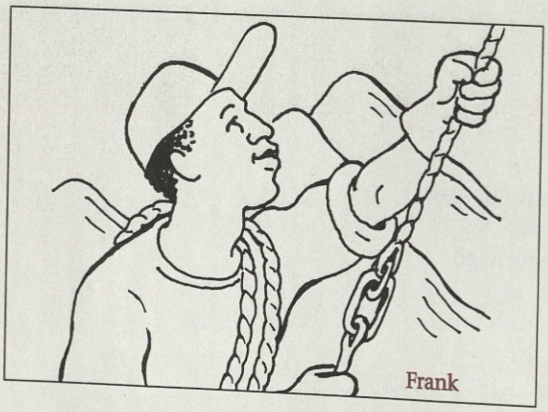
Moderator: This is something that I ____________ 16 (think) about often. Americans ____________ 17 (always, want) new technology to help us save time. Now we have supersonic jets, microwave ovens, personal computers, electronic mail, and cell phones. ____________ 18 (we, save) time by using these?

Participant #2: No, ______ (19). It's strange. It ______ (20) (not, work out) that way. In the end, the new technology ______ (21) (take) more time than it ______ (22) (give) us.

2 Present Perfect—Irregular Past Participles; *Yes/No* Questions: *The Right Experience?*

Your class has decided to go on a camping trip together in a mountain wilderness area. You need an experienced guide. Frank and Paul have applied for the job. Find out about their experience.

A. Work in pairs. Take turns. First, Student A uses the cues in Questions about Frank to ask *yes/no* questions. Student B uses the information about Frank on Exercise Page E–1 to give short answers. Then Student B asks *yes/no* questions using the cues in Questions about Paul. Student A uses the information about Paul on Exercise Page E–1 to give short answers. Use the present perfect and *ever* in the questions. Listen carefully to all answers.



Questions about Frank:

1. break his leg

   Student A: Has Frank ever broken his leg?

   Student B: Yes, he has.
2. draw a map
3. catch a fish
4. teach a rock-climbing class
5. feed a wild animal out of his hand
6. find his way in a snowstorm
7. drive a bus
8. run away from danger
9. see a mountain lion
10. lose his way
11. win a prize for physical fitness
12. fight a wild animal with his bare hands

Questions about Paul:

1. fall off a cliff

   Student B: Has Paul ever fallen off a cliff?

   Student A: No, he hasn't.
2. build a campfire
3. drink water from a rain puddle
4. ride a wild horse
5. eat an insect
6. sleep in a cave
7. forget to bring a compass
8. leave a camper behind
9. read many survival skills books
10. send a smoke signal for help
11. fly a helicopter
12. write an adventure story

B. Work in small groups. Do you prefer Frank or Paul to be the guide for your camping trip? Discuss their experience and decide who is better for your group. Then, as a class, compare your choices and decide whether Frank or Paul will guide you.

3 Present Perfect—*Wh-* Questions: *How Have You Used Your Time?*

A. Some researchers study how people use their time and how they feel about the pace of their lives. Imagine that a researcher has asked you to participate for a week in a study of how students use their time. Today is the fourth day of the week. The researcher has just given you a questionnaire about your activities so far this week. First, use the cues to write the questions. Then, add up the number of hours you have spent on each activity in the past four days and write the answers to the questions. Use the present perfect.

1. how many hours / sleep / so far this week

   How many hours have you slept so far this week?

   I have slept for ________ *hours so far this week.*
   [insert number]

2. how many hours / be in classes / so far this week
3. how many hours / study / so far this week
4. how many hours / work / so far this week
5. how many hours / do housework / so far this week
6. how many hours / watch television / so far this week
7. how many times / exercise or play sports / so far this week
8. how many movies / see / so far this week
9. what other activities / do / so far this week

B. Work with a partner. Use the cues and the present perfect of the verbs to ask each other questions about how you have used your time in the past four days and how you have felt about it.

1. which activities / take / the most time *Which activities have taken the most time*?
2. which activities / take/ the least time ____________________________?
3. which activity / take / too much time ____________________________?
4. which activity / you / not / have enough time for ________________________?
5. how / you /feel / about the pace of your life ________________________?

4 Present Perfect Progressive—Form; Using Present Perfect Progressive: *What Have People Been Doing?*

A. Use the words in parentheses to write statements and questions. Use the present perfect progressive except for verbs with stative meaning. Complete the short answers. Use contractions with subject pronouns and with *not.*

Lauren, who is from a small town, has been visiting the big city where her friend Shelly lives. They planned to meet in the park at noon. It's now 12:30.

Lauren: Hi, Shelly. You're out of breath. Have you been running?
1. (you / run)

Shelly: Yes, I have. I'm sorry I'm late. ______________?
2 3. (you / wait / long)

Lauren: No, ______________. ______________.
4 5. (I / wait / for only half an hour)

Shelly: ______________?
6. (what / you / do)

Lauren: ______________. ______________. ______________.
7. (I / watch / all the people) 8. (I / not / mind / waiting) 9. (it / be / interesting)

Shelly: Why? ______________? ______________?
10. (what / the people / do) 11. (they / relax / in the park)

Lauren: No, ______________. ______________. Do you see that guy sitting on the bench over there?
12 13. (everyone / seem / very busy)

Shelly: The one with the laptop computer? ______________?
14. (he / work)

Lauren: Yes, ______________. ______________.
15 16. (he / eat / lunch / at the same time)

______________. ______________. Except for the traffic. ______________. ______________.
17. (that woman / make / calls on her cell phone) 18. (everything / move / fast)
19. (the traffic / not / move / at all) 20. (the drivers / honk / impatiently)

Shelly: ______________. Let's go eat!
21. (I / get / impatient for lunch)

B. Work with a partner. Role-play a situation like the one in **A.** Choose a place—for example, a park in a busy city or a café in a small town—and imagine that you have been waiting for your partner there. Describe what's been going on around you while you've been waiting. Use the present perfect progressive.

5 Present Perfect and Present Perfect Progressive—Meaning: *People, Places, and Paces I*

Work with a partner. Decide whether option **a** or **b** follows more logically from the first sentence. **Circle** the correct letter.

1. Bruce **has been working** on his report about economic influences on the pace of life.
   a. He finished a little while ago.
   [✓ b.] He's still working.

2. The professor **has studied** the relationship between the pace of life in a city and the health of the people who live there.
   a. He finished the study at some point in the past.
   b. He's still studying.
3. Andy **has been learning** about the effect that climate has on the speed of life in a place.
   a. He is continuing to learn about this topic.
   b. He lost interest in this topic earlier.
4. Kathleen **has rushed** all day.
   a. She was really busy at some time earlier today, but not recently.
   b. She's still rushing.
5. We've **been adjusting** to the different pace here.
   a. We expect to adjust even more in the future.
   b. We don't expect that more adjustment will be necessary.
6. My brothers **have lived** in the city since they finished school.
   a. But they moved to the country a couple of months ago.
   b. But they're thinking of moving to the country in a couple of months.
7. **I've visited** my relatives in the country.
   a. I'm planning to go back to the city as soon as possible.
   b. It was relaxing, but I missed the excitement of the city.
8. **I've been wondering** why some people want a slower pace of life.
   a. Then I decided that was a difficult question.
   b. I still don't know why.

6 Present Perfect and Present Perfect Progressive—Use with Time Expressions: *The Information Age*

For each pair, decide whether the present perfect sentence and/or present perfect progressive sentence can be completed with the time expression given. If the time expression cannot be used, do not complete the sentence.

1. Recently,
   a. Recently, technological speed has made the world seem too slow.
   b. Recently, technological speed has been making the world seem too slow.
2. since the 1950s
   a. Computer speeds have been increasing ______.
   b. Computer speeds have increased ______.
3. many times
   a. The speed of information processing has doubled ______.
   b. The speed of information processing has been doubling ______.

4. for the last three months

   a. The software developer has written a new program ______________.

   b. The software developer has been writing a new program ______________.

5. twice

   a. Their company has been buying faster computers ______________ this year.

   b. Their company has bought faster computers ______________ this year.

6. all night

   a. My computer is fast, but my brain isn't. I have been working ______________.

   b. My computer is fast, but my brain isn't. I have worked ______________.

7. for two years

   a. An engineer has designed a new computer chip ______________.

   b. An engineer has been designing a new computer chip ______________.

8. Lately,

   a. ______________ technological improvements have affected our relationship with time.

   b. ______________ technological improvements have been affecting our relationship with time.

7 Contractions with Present Progressive, Present Perfect, and Present Perfect Progressive: *Answering Questions*

Listen and complete the answer to each question. Use *is* or *has*. Then listen again to check your answers.

1. Lisa has.
2. The stress is.
3. Someone else ______________.
4. I think her father ______________.
5. His job ______________.
6. I'm not sure, but something ______________.
7. The computer ______________.
8. Something ______________.
9. Another person ______________.
10. Her job ______________.
11. I don't know, but something ______________.
12. The boredom ______________.
13. I think his mother ______________.
14. Jason ______________.
15. The printer ______________.
16. Everything ______________.

8 Present Perfect versus Present Perfect Progressive: *Living in the Past in the Present*

The Amish immigrated from Europe to North America in the 1700s. Since then, they have followed their religion and its traditions, and their way of life has changed very little. The following tells about an Amish couple, Jacob and Rebecca Fisher, at three times on a typical day. Use the words in parentheses to complete the sentences. Use the present perfect progressive where possible and the present perfect elsewhere. Use contractions with *not*.

10 A.M.: Jacob is working in a field on his farm. He __has been working__ 1 (work) since 8 A.M., but he __hasn't finished__ 2 (not, finish) plowing the field yet. This morning, he ________ 3 (use) a team of mules to pull the plow. He also ________ 4 (use) horses for farm work many times in the past. But because Amish farmers don't often use modern technology, Jacob ________ 5 (not, use) a tractor once. His twelve-year-old son, Amos, is with him in the field. He ________ 6 (help) his father this morning. Since he was a little boy, Amos ________ 7 (help) his father many times. By doing this, he ________ 8 (learn) how to farm in the traditional way.

Noon: Rebecca is working in the house. She ________ 9 (sew) by hand all morning. She ________ 10 (make) a quilt for the past few weeks, and so far she ________ 11 (finish) half of it. Each quilt takes hundreds of hours to make, and Rebecca ________ 12 (make) several of them in her lifetime. For the past six months, Rebecca ________ 13 (teach) her young daughter, Rachel, how to sew. Rachel ________ 14 (not, make) a quilt yet, but she ________ 15 (make) three dresses.

8 P.M.: The Fishers are returning home from a visit to friends. Jacob is driving them in a buggy pulled by a horse. He ________ 16 (drive) for half an hour. Jacob ________ 17 (ride) in a car several times in his life, but he ________ 18 (not, drive) a car even once. He ________ 19 (not, ever, want) to own a car. He believes that cars and other forms of modern technology make it too easy for family members to spend time away from one another. The Fishers ______________ (20) (always, prefer) to live their lives at a slow pace and keep their family close.

GRAMMAR BRIEFING 2: Present Perfect versus Simple Past

Both the present perfect and the simple past are used to talk about past time. The difference is in whether there is a connection to the present.

FUNCTION Present Perfect versus Simple Past

- The present perfect, unlike the simple past, expresses a connection to the present.

  I **haven't seen** the Picasso exhibit. (implies connection to present—e.g., the exhibit is still there and I can go)

  I **didn't see** the Picasso exhibit. (implies lack of present connection—e.g., the exhibit is finished and I can't go)

- If a past action or state continues to the present, use the present perfect, not the simple past.

  I **have taught** for 10 years. (I still teach.)

  I **taught** for 10 years. (I don't teach anymore.)

- If a past action or state cannot occur again, use the simple past, not the present perfect.

  Marilyn Monroe **made** many movies. (She's dead—she can't make any more movies.)

  Demi Moore **has made** many movies. (She can make more movies in the future.)

- If an action or state happened at a specified time, use the simple past. The present perfect can only be used to talk about actions and states that happened at unspecified times.

  I **went** to France in 1989.

  Not: ~~I've gone~~ to France in 1989.

  When Jack moved here, he **got** a new job.

  Not: When Jack moved here, he ~~has gotten~~ a new job.

- Often sentences with the present perfect and simple past are similar in meaning but the present perfect focuses on a connection to the present, while the simple past focuses on the completed action.

  I've enrolled in English. (focus on connection to present, to the fact I'll be taking English)

  I **enrolled** in English. (focus on the action of enrolling)

- The simple past can be used instead of the present perfect with many time expressions, including *just, already,* and *yet.*

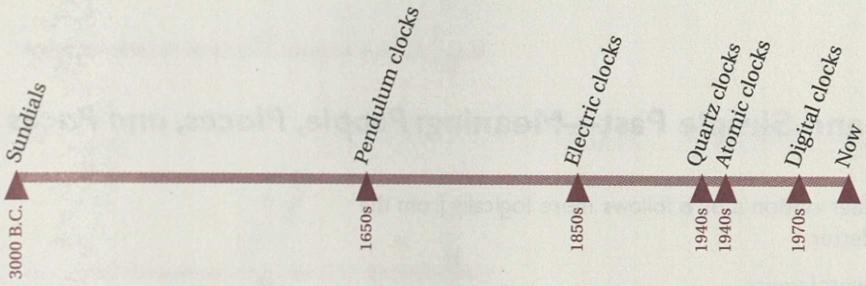
  Did you **eat** yet? = **Have** you **eaten** yet?

  I already **ate,** but Carolyn **didn't.** = **I've** already **eaten,** but Carolyn **hasn't.**

GRAMMAR PRACTICE 2: Present Perfect versus Simple Past

9 Present Perfect—Meaning: *Keeping Time*

Think about the meanings of the present perfect. Decide which of the time expressions given can be used to complete the sentences. Write the correct letter or letters to complete each sentence.


Sundials
3000 B.C.
Pendulum clocks
1650s
Electric clocks
1850s
Quartz clocks
1940s
Atomic clocks
1940s
Digital clocks
1970s
Now

The Introduction of Time-Keeping Technology

1. The precise measurement of time is important to scientists, so they haven't used sundials to measure time b, c______
   a. in ancient times.
   b. since the invention of the pendulum clock.
   c. recently.

2. The pendulum clock has existed ______
   a. since Christiaan Huygens built the first one in 1656.
   b. in 1656.
   c. for a long time.

3. People have used electric clocks ______
   a. during the nineteenth century.
   b. in this century.
   c. last week.

4. Have people used quartz clocks ______
   a. before the 1930s?
   b. lately?
   c. at that time?

5. Scientists have used atomic clocks to measure time very accurately ______
   a. in recent decades.
   b. for several decades.
   c. since the late 1940s.

6. Digital clocks and watches have been popular ____________
   a. when they were first introduced.
   b. since they were first introduced.
   c. recently.

7. Have you worn that digital watch ____________
   a. yet?
   b. all day?
   c. yesterday?

10 Present Perfect and Simple Past—Meaning: *People, Places, and Paces II*

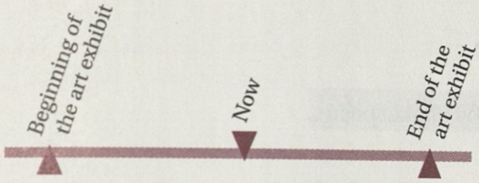
Work with a partner. Decide whether option **a** or **b** follows more logically from the first sentence. **Circle** the correct letter.

1. Martha **lived** in the city for several years.
   [✓ a.] It was in the mid-1990s.
   b. She still lives there.
2. Susan **has lived** in the city for several years.
   a. It was in the mid-1990s.
   b. She still lives there.
3. Oliver **took** a course in time management.
   a. He went to class three days a week last semester.
   b. The course isn't over yet.
4. Melanie **has taken** a course in time management.
   a. The course isn't over yet.
   b. Now she can manage her time effectively and reduce stress in her life.
5. Mr. Fields **has had** a lot of stress in his life.
   a. He's still alive.
   b. He isn't alive anymore.
6. Mr. Antonelli **had** a lot of stress in his life.
   a. He's still alive.
   b. He isn't alive anymore.
7. Social scientists **have observed** the pace of life in cities and in smaller places.
   a. As a result of their observations, they know that the pace is faster in cities than in small towns.
   b. Their observations took place between 1992 and 1995.
8. Social scientists **observed** the pace of life in cities all over the world.
   a. Their observations are continuing now.
   b. Their observations took place in the early 1990s.

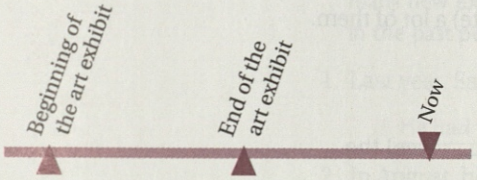
Present Perfect versus Simple Past: *Time Lines*

Use the words in parentheses and the information from the time lines to complete the sentences. Use the present perfect or simple past.

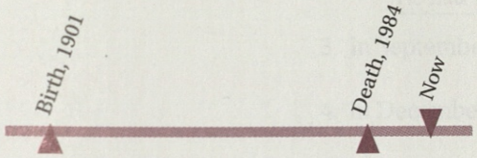
1. Joanna, have you seen (you, see) the art exhibit?


Beginning of the art exhibit
Now
End of the art exhibit

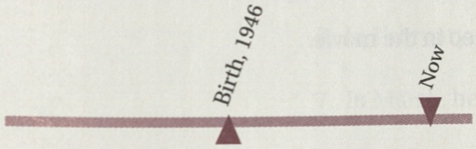
2. Joanna, did you see (you, see) the art exhibit?


Beginning of the art exhibit
End of the art exhibit
Now

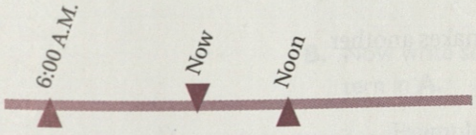
3. In his lifetime, Neil Andersen ________________ (make) many important discoveries.


Birth, 1901
Death, 1984
Now

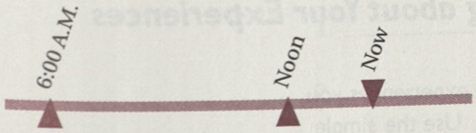
4. In her lifetime, Stephanie Chang ________________ (make) many important discoveries.


Birth, 1946
Now

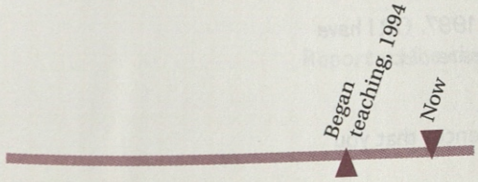
5. Greg, ________________ (you, see) Shirley this morning?


6:00 A.M.
Now
Noon

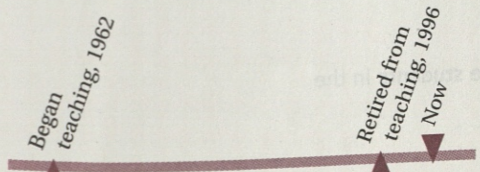
6. Greg, ________________ (you, see) Shirley this morning?


6:00 A.M.
Noon
Now

7. Professor Sanders ________________ (teach) for ________ years.


Began teaching 1994
Now

8. Professor Marsh ________________ (teach) for ________ years.


Began teaching, 1962
Retired from teaching, 1996
Now

12 Present Perfect versus Simple Past: *Have You Ever . . .?*

Use the words in parentheses to complete the statements and questions. Use the present perfect where possible and use the simple past elsewhere. Use contractions with subject pronouns and with *not.*

Tyler: Have you ever been 1 (you, ever, be) to a Shakespeare play?

Annie: Yes, I have 2. I 've seen 3 (see) several plays by Shakespeare.

Tyler: How many plays did he write 4 (he, write)?

Annie: I don't know exactly how many, but he __________ 5 (write) a lot of them.

Tyler: __________ 6 (you, ever, see) *Romeo and Juliet?*

Annie: I __________ 7 (not, see) the play yet, but I __________ 8 (see) the movie.

Tyler: When __________ 9 (you, see) the movie?

Annie: I __________ 10 (see) it for the first time in 1996. Actually, I __________ 11 (watch) it on video several times since then, too. Leonardo Di Caprio __________ 12 (play) the part of Romeo in the movie. I __________ 13 (be) in love with him since I first saw it.

Tyler: __________ 14 (Leonardo Di Caprio, make) many movies?

Annie: He __________ 15 (not, make) enough for me. I hope he makes another one soon!

13 Present Perfect and Simple Past: *Telling about Your Experiences*

A. Write **five** pairs of sentences about exciting, interesting, or unusual experiences you have had. Use the present perfect in the first sentence of each pair. Use the simple past in the second sentence to tell when the experience happened.

Example: I have seen a comet. I saw the comet Hale-Bopp in 1997. OR I have been to New York City once. I went there when I was sixteen years old.

B. Write **four** sentences about exciting, interesting, or unusual experiences that you haven't had yet. Use the present perfect + *never.*

Example: I've never traveled to Japan.

C. Work in small groups. Read your sentences to the group. Have the students in the group had very similar or very different experiences?

chapter 4

Past Perfect and Past Perfect Progressive

Introductory Task: New Experiences

A. Sam left his country to come to the United States last year. Since then, he has had many new experiences. For each of his new experiences, write a follow-up sentence in the past perfect (*had* + past participle of the verb). Use *never* and *before*.

1. Last year, Sam was away from his family.

   He had never been away from his family before.

2. In August, he flew in an airplane.

   He had never flown in an airplane before.

3. In September, he drank cranberry juice. ______________________
4. In December, he saw snow. ______________________
5. Last winter, he wore a heavy coat. ______________________
6. In February, he went skiing. ______________________
7. In March, he ate granola. ______________________
8. In May, he rode a horse. ______________________

B. Now write sentences about three new experiences you have had. Follow the pattern in **A.**

Example: Last year, I tasted caviar. I had never tasted caviar before.

1. ______________________
2. ______________________
3. ______________________

Report to the class about your most interesting new experience.